



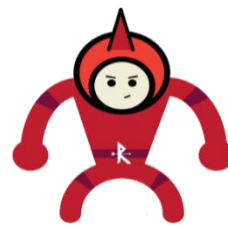
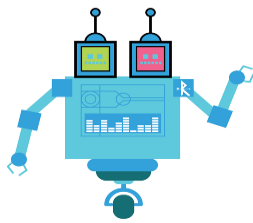
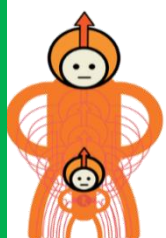
Science Policy

Review frequency: Annually (2025-26)



"The important thing is to never stop questioning."

Albert Einstein



National Curriculum Aim for Science:

To ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Intent

Science is recognised at Robin Hood as a subject essential for our understanding of the world. It is seen as crucial for the continued health, well-being and survival of people on Earth. Staff and children contributed to develop a whole school vision for Science that is displayed in school and shared with the community. Our aspirations are that every Robin Hood child is equipped with the scientific knowledge and analytical skills they need to support their future learning of Science as they continue their education in secondary school and beyond.

The curriculum is designed to encourage children to be curious and excited about the world around them, as well as equip them with an understanding of how scientific knowledge can be used to explain, predict and analyse phenomena. National Curriculum coverage is achieved through the use of the school's Root and Branch document which specifies the key skills, knowledge and vocabulary that should be covered in each year group and highlights the area of Science being covered: Biology, Chemistry or Physics. Science is assessed in each year group twice a year, and recorded on SIMS. Our children at Robin Hood benefit from opportunities to learn flexibly, in and out of the classroom, using hands on resources with real outcomes in project based learning. Science lessons are planned to reflect this in order that each child be allowed the opportunity to achieve their full potential. This is monitored and evaluated through the action plan of the Science lead.

Science is kept current and relevant through the use of Twig Reporter (a weekly topical science update aimed at primary school children). It incorporated in the wider curriculum through cross-curricular planning, use of our outdoor areas, trips and visitors to school. Through the use of iPads and the Digital Zone, children are given the opportunity to research from a wide variety of sources, and present their findings in a range of ways.

Implementation

- Each year group teaches 4 Science topics across the year. A sequential series of lessons is taught in both Key Stage 1 and 2, between 6-12 hours per topic.
- The Science curriculum has been designed to build on previous knowledge, and to develop the children's Working Scientifically skills year on year.
- Lessons are planned and delivered by class teachers; planning on our Year Group Long Term Plans and our Medium-Term Plans is supported by the Science Root, Branch and Leaf Curriculum Document and Science Progression Maps.
- Subject lead participation in Science Network meetings ensures expertise is shared between schools and excellent practice can be cascaded to the staff team.



- The school's membership of the NST Ogden Trust group allows opportunity for CPD for the Subject Lead and teachers, and access to high quality resources.
- Engagement in national events such as British Science Week maintains the high profile of Science across school.
- School membership of CLEAPPS ensures staff have access to risk assessments for specific Science activities to ensure the health and safety of all children and staff.
- Pupils in Nursery and Reception are taught foundation skills that support specific Science teaching in later Key Stages through the Understanding the World Early Learning Goals. These links are clearly planned and prepared for and evident in planning.
- Work is recorded in Curriculum Books within KS2, clearly labelled as Science and is clearly identified by a green square and page border in KS1 books.
- Assessment of Science can be in the form of practical, hands on lessons, scientific enquiries and written based tasks.
- Book monitoring, lesson visits, conversations with children and planning analysis take place through the year in termly sessions to allow effective monitoring of the subject by subject lead Kirstin Isherwood.



- Assessment in Science takes place as both formative assessment - ongoing during lessons, recorded on Medium Term Plans in Curriculum Books; and summative assessment – in assessments completed at the end of each half-termly unit of work. Assessments are completed at two points in the year: the end of the Spring 1st half-term and the end of the Summer term.

British Values

Science teaching in school promotes the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. The study of Science allows for the opportunity for children to develop their own skills of questioning and evaluating evidence, and to challenge accepted concepts. The Science curriculum celebrates the diverse nature of the scientific community by highlighting scientists that work in a range of fields from a variety of faiths and backgrounds.



Adaptive Teaching and SEND

Science teaching is adapted to the needs of learners in a variety of ways to ensure inclusivity. The teacher's role is to monitor each child's learning and to adjust instruction as necessary. Strategies used to support learners in Science include using scaffolding tasks and a range of child-appropriate means of recording, including use of technology. Most lessons have a Going Beyond objective to challenge more able learners.

Impact

	KS1 Attainment in Science	KS2 Attainment in Science
2023-2024	78.1 @ EXS+	80.4 @ EXS+
2024-2025	82.1 @ EXS+	84 @ EXS +